

GUIDE TO COLLEGE ADMISSIONS



PLAINVIEW-OLD BETHPAGE
JOHN F. KENNEDY HS

INTRODUCTION

The purpose of this handbook is to answer the most frequently asked questions about the college admissions process. It is impossible to cover all aspects of the process in a brief publication. Additional questions and concerns should be addressed to your school counselor.

During junior year, your school counselor will meet with you and your parents formally to initiate the college process. Through individual meetings, you will become aware of a process to identify schools appropriate for your interests and capabilities. You will also become familiar with the standardized testing process. This handbook should serve as a handy reference throughout the college search and application process.

Entrance to the college of choice is dependent upon the successful completion of several variables. No two students are viewed the same, nor will they have the same credentials. College Admissions is a human process subject to a few considerations. Your best profile is four years of top grades in challenging courses, strong standardized test scores, solid letters of recommendation, and involvement (and leadership) in meaningful activities.

Please remember, the goal of this process is to find a good match between you and a college. It is tempting to compare yourself with classmates, but a place where one person will thrive might be unpleasant for another. Your job throughout this process is to complete a careful self-analysis, to recognize both your strengths and weaknesses and to approach thoughtfully and seriously, the task that lies ahead of you.

Good luck on this exciting journey!

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I TIMELINE OF RESPONSIBILITIES



College Admissions Timeline

JUNIOR YEAR

September / October / November:

- ☐ Register and take the Preliminary SAT (PSAT) exam and/or practice ACT

December:

- ☐ Review PSAT results

January / February:

- ☐ Prepare for your college entrance exams (SAT and/or ACT)
- ☐ Complete your Brag Sheet in order to schedule your Junior conference with your counselor
- ☐ Register for an SAT/ACT/SAT Subject Exam(s)
- ☐ Thoughtfully choose senior-year courses.

March / April / May / June:

- ☐ Attend the POBJFK College Fair
- ☐ Attend the College Essay Workshop
- ☐ Attend the Junior College Rep Talk workshop
- ☐ Request letters of recommendation from teachers
- ☐ Visit colleges during spring & summer vacations (virtual options are available)
- ☐ Plan to participate in enriching summer activities, such as volunteer work, acquiring a meaningful job or internship, enrolling in summer courses at college, etc.
- ☐ Student Athletes should register with the NCAA Clearinghouse at www.eligibilitycenter.org

July/August:

- ☐ Read all literature received at your Junior Conference
- ☐ Register with the Common Application at commonapp.org (August)
- ☐ Review college essay topics and complete a draft of your essay.
- ☐ Link your Naviance Family Connection account to your Common Application by signing the FERPA Agreement

College Admissions Timeline

September:

- ☐ Begin your college applications! Refer to the College Application Procedure form for step by step instructions
- ☐ Attend the Senior Guidance Meeting
- ☐ Meet with college representatives visiting POBJFKHS
- ☐ Check the Scholarship link on Naviance-Family Connection (ongoing)
- ☐ Register and take SATs / ACTs
- ☐ Finish obtaining letters of recommendation and prepare your resume
- ☐ Senior athletes, check www.eligibilitycenter.org for updated procedures
- ☐ Attend Financial Aid night
- ☐ Finalize your essay, seeking feedback from your English teacher

October:

- ☐ Notify your counselor of early action and early decision applications
- ☐ Send your SAT/ACT/SAT Subject Exam Scores directly to your colleges
- ☐ Attend college fairs and open houses at colleges
- ☐ Request and file CSS/Financial Aid PROFILE if necessary
- ☐ File FAFSA form as soon as possible after October 1st

November:

- ☐ Complete your college applications
- ☐ Notify your counselor to send your transcript/recommendation letters using the Records Release Form aka "Green Sheet"
- ☐ Notify your teacher(s) to send your recommendation letter(s) using the Records Release Form aka "Blue Sheet"

December / January:

- If your college has requested 1st quarter grades notify your counselor to send them.

February / March

- ☐ Notify your counselor of all scholarships, awards and college decisions
- ☐ Mid-year grades will be electronically sent to all colleges
- ☐ Update your college decisions on Naviance Family Connection

April / May:

- ☐ Reply promptly to colleges; notify them of your decision
- ☐ Fill out senior survey, indicating where to send your final transcript

June:

- ☐ Graduation

II

COLLEGE APPLICATION CHEAT SHEET

Here are answers to questions that are typically asked on college applications. If you are asked anything that you are unsure of, **(DON'T GUESS!)** see your counselor!

- We **do not** offer block scheduling
- We **do not** rank
- CEEB Code: 334532
- Grade scale is out of 100
- The cumulative GPA is weighted if you took at least one honors, one AP class, or one college -level class.
- Any class taken every day for a **full year is 1 credit** for the year
- Any **half year class** or **class taken every other day** is **.5** credit for the year

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III COLLEGE ADMISSIONS CRITERIA



COLLEGE ADMISSIONS CRITERIA

What do colleges consider in determining whether they will accept an applicant?

Academic Record: Most colleges consider your overall academic average to be the most important single indicator of how well you are likely to do in college.

Quality of Courses: Many colleges look more favorably upon a high average if it has been obtained while taking the more difficult, challenging courses than if it has been obtained by taking a great many of the so-called “easy” courses. It should be noted that many colleges use only the academic courses in re-computing your average for acceptance to their school. For example, they are most interested in your English, History, Math, Science and Language courses. Pay attention to the strength of your senior year course work. If you don’t have solid coursework you are inviting extra scrutiny.

Percentile Placement: POBJFKHS does not provide a numerical rank. However, we can indicate your percentile placement.

Entrance Examination Scores: Most colleges require students to take either the SAT or ACT, which measure one’s ability to do college-level work. Some colleges require you to take SAT Subject tests. It is recommended that students for whom English is not a first language take the TOEFL exam. You will know what tests are required by the colleges by checking the appropriate section of the college website. It is your responsibility to send your scores to the colleges.

Activity Resume: While colleges are primarily interested in your academic record, they are also interested in leadership qualities, unusual interests, abilities and talents. Colleges would rather see a sustained interest in a specific activity than a long list of activities which only indicates casual involvement.

Recommendations: Your counselor will write a recommendation on your behalf, so be sure to make him/her aware of any information which should be included. Many colleges also require recommendations from teachers who know you well enough to provide an accurate assessment of your attitude and abilities.

Essay: The essay is an important part of the admissions process. When evaluating students of comparable achievements, the essay can be the determining factor in the admissions process. Special attention ought to be given to uniqueness of context and to excellence of style.

Interview: Few colleges require applicants to come for a personal interview; some encourage informal meetings and visits, and others may schedule local alumni interviews. Check your college website.

Demonstrated Interest: Some colleges track students demonstrated interest. Some ways to demonstrate interest include taking an official tour of a campus. Visiting with representatives at local events and/or 10th period meetings, emailing or calling representatives with pertinent questions.

APPLICATION SUGGESTIONS

There's no surefire formula that will guarantee a good application, but you can help yourself by keeping the following in mind.

- Read through all the information received before filling in any information on the application.
- **It is your responsibility to be aware of application deadlines.** You will increase your chances of producing a strong application if you allow yourself plenty of time.
- Make sure you have completed all portions to be filled out by the applicant.
- Be certain to sign where indicated.
- Remember, the application is your opportunity to make a statement to an admissions committee; do not lose this opportunity. If you need to download a portion of the application, check to see if it requires your signature.

You may apply to as many colleges as you wish, but **usually it is not necessary to submit more than nine or ten applications** (remember too, that colleges charge an application fee). Make sure that every college that is on your list is one you would be happy to attend.



APPLICATIONS – WHAT, WHEN AND HOW TO APPLY?

There are several basic admissions plans to be aware of. It is important that you carefully read the information supplied by the colleges when you begin the application process, because there are differences among various college programs.

Early Action: This plan is early notification. Most applications are due at the college by November 1st or 15th with a reply date sometime late December or mid-January. It is not a binding agreement. You may continue to apply elsewhere, and enroll elsewhere, if you wish.

Early Decision: Most colleges have adopted plans whereby students can apply early in the fall, usually by November 1st or 15th. One of three actions will be taken: acceptance, denial or deferral to the regular applicant pool for later assessment. Most early decision applicants will hear decisions by December 15th.

If you are accepted to the college of your choice under an Early Decision, **YOU AGREE TO WITHDRAW ALL OTHER APPLICATIONS AND ATTEND THAT COLLEGE.** This is a binding agreement. Financial aid is estimated based on information you supply. You may apply to only one college through the early decision process. You must be absolutely certain that you want to attend this college. Therefore, you should only apply Early Decision if you are positive you want to attend.

Regular Decision: You can apply to as many schools as you wish. Regular decision deadlines vary from school to school; however, they tend to fall on January 1st or 15th for competitive colleges. You will usually hear a decision on or around April 1st and you have until May 1st to reply. (The sooner you say ‘yes’, however, the better your housing assignment usually will be.)

Rolling Admissions: This means that your application will be evaluated as soon as it is complete, and you will usually hear a decision within a month. Many state colleges utilize Rolling Admissions. Consequently, many popular public universities can have full classes as early as January 1st. Sooner is better for rolling admissions.

Other admissions plans include variations such as:

- Early Decision II
- Restricted Early Action/ Single Choice Early Action



TRANSCRIPT

Your transcript is the most important part of your application. It is a picture of your academic accomplishments and progress through your years of high school. Keep in mind:

1. Colleges like to see strong grades.
2. Colleges like to see strong consistency as well as a positive grade trends that show consistent improvement over the course of your high school career. (Negative trends can hurt you. Use junior and senior years to pull up lower grades.)
3. Work as hard as you can to ensure you achieve the best grades possible.
4. Colleges may use your first semester senior year grades to make decisions. (Early Decision decisions will be made on 9th, 10th, 11th and possibly first quarter of senior year grades.) Remember: colleges will receive your final transcript and will red flag a significant drop in your senior year grades.
5. If your college requires a first quarter grade report, it is the student's responsibility to request to have it sent. This will not be sent automatically. The mid-year grade report will be sent automatically to all colleges that you have applied to.

II. STANDARDIZED TEST SCORES

Your SAT or ACT scores are still an important part of most colleges' admissions policies.

You are responsible for sending your standardized test scores to the colleges. Discuss this procedure with your counselor in order to determine your best strategy.

You are responsible for sending SAT and ACT test scores to colleges. You can do this online at the College Board's website (www.collegeboard.org) and ACT's website (www.actstudent.org) You need the code numbers for each college. You can find these ON THE WEBSITE.

You will also need POB's CEEB #334-532 and your test registration number. (A credit card is necessary.)

When you register for the SAT, you can send your scores to four colleges for free. There is a charge for additional schools.

You must re-send your scores each time if you want a college to see each test you take. (For example, you send your October scores to Villanova. Then you take the SAT again in November. You must send the scores again if you want Villanova to see your November results. Just because you sent them in October does not mean Villanova automatically gets them again.)

IV

THE COLLEGE INTERVIEW

THE COLLEGE VISIT

The best way for you to learn about the educational programs, faculty, facilities, atmosphere and spirit of a college is to visit the campus, particularly when the college is in session. If you visit during a school day, bring a College Visitation Form with you. Have the form signed by a college official and return it to the attendance office. If you attend a virtual visit during the school day, you can submit proof to avoid an unexcused absence.

College visits enable you to:

1. Learn what college admissions officials expect from a candidate.
2. Observe the academic atmosphere, sit in on classes.
3. Evaluate the environment of the school.
4. Observe and speak with students who are attending and with whom you would associate.

When you visit the college, observe:

1. Size of classes.
2. Library facilities (e.g., computers, hours).
3. Department you are likely to select as a major.
4. Laboratory facilities.
5. Composition of the student body.
6. Dormitories and study facilities; location, size, policies.
7. Dining facility; quality of food.
8. Campus setting – beauty, orderliness and cleanliness.
9. Health services.
10. Religious facilities.
11. Facilities for leisure time, cultural programs, athletics, social life.
12. The college students – do they appear to be happy, lively and friendly?
13. The attitude of the faculty toward students.
14. The students – are they friendly and courteous toward visitors; are they serious and businesslike toward their work?



QUESTIONS TO ASK COLLEGES

What should I ask about the admissions process?

- How does your school evaluate applicants for admission? What is most important/least important aspect(s) of the evaluation process?
- Do I need to take a college entrance exam before admission? Which one?
- If my high school average is below that of the average accepted student to your campus, are there alternative admission programs I may qualify for?
- Does your campus give credit for advanced placement courses?
- Who may I contact if I have additional admissions questions?
- What is the best way to share updated information with the admissions office? (i.e. first quarter grades, additional accomplishments)
- Do you super-score standardized tests?
- If I am not accepted to my first-choice program, will I be considered for general admission to your campus?
- What can I do if I am deferred or waitlisted?

What should I ask about academic life?

- When do I have to declare a major?
- Can I design my own program?
- What kind of academic advisement is available?
- What are the campus academic facilities (library, labs)?
- How do I obtain an internship?
- Is ROTC available?
- How long will it take me to complete my degree?
- How do I access remedial services? What services are available to me?
- What opportunities are available for study abroad?
- Is academic assistance available for students with disabilities?



POSSIBLE TOUR GUIDE QUESTIONS

- What do you like best/worst about being a student here?
- How large are your classes?
- Who teaches you? Can you get help from your professors?
- Where do you study?
- Are students politically active?
- Where can I get a copy of the campus newspaper?
- Where do most students hang out?
- When do you declare your major? What are the most popular majors?
- Tell me about the housing. Are some dorms better than others? Do many students live off-campus? Why?
- Do students study hard? What is the attitude towards working hard?
- What's the biggest issue in local campus politics?
- What impact do fraternities and sororities have? Athletics?
- What are weekends like?
- Are the arts supported here?
- Where do students come from? Is this a diverse community?
- Why did you choose this school? Where else did you apply?



The College Information Sessions

Many colleges suggest that applicants schedule a personal interview.

Individual Interview: Candidate meets “one-to-one” with an admissions officer; the candidate may or may not receive a rating from the interviewer. In some cases, a student from the college may sit in on the session.

Alumni Interview: Graduates from the college will interview candidates. The interview may take place in the interviewer’s home, in the candidate’s home, or at a local spot, i.e. Panera, Starbucks, etc. The purpose of this interview may be to dispense information and get a general sense of the applicant.

High School Informational: College and university representatives visit high schools each year. Students are invited to chat with the representative in the Counseling Center. These “information sessions” are rarely intended to be more than a chance to ask questions, but, occasionally, students have made very positive impressions on the college representative in these sessions, and their candidacies have been greatly enhanced.

On Campus Information Session: Usually held on campus and used primarily to disseminate information about the college and give applicants a chance to ask questions.

In addition to the formal and informal setups described above, our school may offer on-site admissions opportunities whereby representatives come to POBJFK to interview applicants who have already applied for admission.

MAXIMIZING AN INTERVIEW

- Treat every interview as if it is your first-choice school.
- Be prepared to intelligently answer the question, “tell me about yourself.”
- Review the college’s website thoroughly ahead of time.
- Most admissions counselors will ask if you have any questions. This is perhaps the most important part of the interview because the questions you ask demonstrate how interested you are and your level of maturity and confidence.

Carefully prepare a list of questions following these suggestions:

- Be aware of current national, state and local affairs.
- Do not be afraid to mention your strengths – academic and/or non-academic.
- Choose (ahead of time) at least one subject or interest that you know well and try to bring it up. Be prepared to discuss it at length.

Here are some additional suggestions that have proven useful to candidates through the years. You may want to review them before you are involved in an interview.

1. Be on time and make sure to get the interviewer's name. (It's a good idea to hand write a thank you note or e-mail a thank you note a day or so after your interview.)
2. Don't be afraid of the person interviewing you. He or she is not "out to get you".
3. Don't fight with the interviewer. He or she may challenge a response you provide, but it's usually a test of your flexibility and your capacity to think on your feet. Try to see it this way and respond accordingly.
4. Show, through your own grooming and dress, that the interview is important to you.
5. Be positive. For example, rather than whining about your science teacher's cloudy explanation, discuss how the situation provided you with a chance for independent study.
6. Show that you are knowledgeable about the college and indicate that you are applying for appropriate reasons. Be prepared to ask intelligent questions.
7. Stress all your strengths and admit to some of your weaknesses. If the interviewer asks why your SAT scores are so low, point to the good job you've been able to do daily in the classroom and in your outside activities.
8. Be honest. If your career plans are uncertain, say so. It's O.K. to be undecided.



POSSIBLE INTERVIEW QUESTIONS

- Why do you want to go to college?
- Why do you want to attend this college?
- Tell me about yourself.
- How would your friends describe you?
- How are you different from other students applying here? Why should we admit you? We have many qualified applicants. Why do you think you are a good match for this college?
- What political issue (local or national) concerns you most? Why?
- How do you like Plainview-Old Bethpage JFK High School? What has been the most positive experience you have had? The most negative?
- If you could redo high school, what would you do differently?
- What books or authors have made a lasting impression on your way of thinking?
- If you could be any fictional character, who would you be and why?
- If you could be one historical figure, who would it be and why?
- What is your role in the school community? What would your teachers say about you as a person?
- What is the most significant contribution you've made to your school?
- What are you looking for in a college?
- What are some of your goals (personal and career) for the future?
- Tell me about a particular class or assignment in which you found yourself most stimulated intellectually.
- What is your reason for participating in athletics (or student government or the newspaper, etc.)?
- What has been your favorite subject in high school? Why?
- What might you study in college?
- What events would you deem critical to your life thus far?
- Who has most influenced you?
- How have you spent your summers?
- How do you spend your free time?
- Do you have any questions? (It is crucial that you have some questions for the interviewer.) This question will be asked in EVERY interview.

Other advice:

Do not chew gum

Watch your language; avoid slang

Dress neatly

Arrive on time

Turn off cell phone

Shake hands firmly

Make eye contact

Be yourself

Always send a thank you note

(email or a written letter is appropriate)

Feel free to bring notes with prepared questions. You can also take notes to jot down answers to your questions.

V
LETTERS OF RECOMMENDATION
AND COLLEGE ESSAY



LETTERS OF RECOMMENDATION

All records from POBJFKHS are considered confidential and may not be released to a student or his/her family. Know what forms the colleges require. Most colleges request that your school counselor complete a recommendation form and secondary school report in addition to an official transcript. Make certain that your high school Counseling Center has these forms at least 15 school days before the application deadline.

In addition to the school/counselor recommendation, you may be asked to submit teacher recommendations. Be aware of these requirements and pick teachers who know you best and will take the time to write a meaningful assessment of your performance. You may want to schedule a fifteen-minute conference with them to make certain they are well informed about you.

- **Remember, you need to give your teachers at least 15 school days to write your recommendations.** Do not expect them to write a letter for you over the weekend. Teachers are busy people. Some teachers are extremely involved at college application time. Ask early and in person, as soon as you know who you want to write the letters.
- Be certain to request your teacher on Naviance Student after you have spoken with them in person.
- Be sure to give your teacher and anyone else who may have written on your behalf a thank you note.
- A word of caution about letters of recommendation: If you have a letter of recommendation from outside sources please be sure the source can effectively speak to your strengths and ability to be successful in college. Also, avoid too many (more than three) recommendations. Most colleges have specific requirements regarding the number of letters that they will accept on your behalf.



Your College Essay

The essay portion of your college application is extremely important. Through these essays you can convey to admissions personnel the things that are most important to you. Make sure that your essays contain information that is of some value. The best essays are not only well-written but present what are often ordinary events from an unusual perspective.

In your essays, describe thoughts, events or personal characteristics that you have not communicated elsewhere in the application. Don't rewrite your transcript or activity sheet. Be honest and accurate. If you feel that the questions do not give you an opportunity to reveal and express important information, include an additional sheet.

What makes a good impression? Enthusiasm, intelligence, talent, leadership, maturity, writing ability, creativity, and perseverance may be some of your traits. All are high on the list, but no one expects to find them all wrapped up in one person. What colleges want is honest insight into a real person and what is special about you. A good essay conveys the writer as a real and valuable person, worth knowing. It expresses who you are and what you've accomplished; and fills in the gaps in the statistics, explaining what four years of facts won't show.

SAMPLE QUESTIONS

All college applications ask the same basic question. Who are you and what makes you different from other qualified applicants we must consider? Most schools, however, have their own way of asking for this information. Below are essay prompts from the 2019-2020 Common Application.

2020-2021 Common Application Essay Prompts

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma – anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

In addition, below you will find some of the more creative wordings used by colleges and universities in the past.

- If you were to describe yourself by a quotation, what would that quotation be? (Dartmouth)
- What is the best advice you ever received? Why? And did you follow it? (University of Pennsylvania)
- Write a letter to your new college roommate introducing yourself and describing your background. (Carleton)
- Ask and answer the one important question that you wish we had asked. (Carleton)
- Please describe your reaction to the quotation, “He does not possess wealth, it possesses him.” (William and Mary)
- Given the authority to establish a holiday, what would you choose to commemorate? (Stanford)
- Suppose you had the opportunity to spend a day with anyone. With whom would it be and how would you spend your time? (Stanford)
- Drawing upon some personal experience, write a fable. (Stanford)
- Imagine the year is 1881. You may expect to live another 35 years. What person would you most want to know well during that time? For what reasons? (Swarthmore)
- Identify a person who has had a significant influence on you and describe that influence. (Wesleyan)
- Share with us what other (Wesleyan) students would learn from you both inside and outside the classroom. (Wesleyan)
- You have just completed your 300-page autobiography. Please submit page 217. (The University of Pennsylvania)
- If you could introduce one new idea or material thing to a primitive culture, what would it be? (College of the Atlantic)

PRE-WRITING SUGGESTIONS

1. **Prepare** an inventory of yourself before you write. Make an outline of your achievements; make a list of your hobbies, jobs, community service – anything that may be positive about you.
2. **Consult** with your school counselor. There are materials in the library and guidance resource center which can provide helpful hints on how to write a good admissions essay.
3. **Consider** some of the following tips on how to write your essay:
 - a. Never accept your first draft as final. Write a rough draft, put it away for a while and then re-read it objectively. Ask yourself if you have been repetitive, boring or disorganized. Have you said all the things you wanted, have you included too many trivial items?
 - b. Seek the opinions of others. Show it to an adult whose opinion you respect. For example, school counselor, teachers, parents.
 - c. Make the essay unique and interesting. You are competing with many other applicants; try to make your essay stand out. Give the admissions staff a reason to remember you and select you over other candidates.
 - d. Provide quality, not quantity. Merely listing twenty extracurricular activities is ineffective. Rather describe in detail a meaningful leadership role you have held in one of them.
 - e. Follow directions carefully. You may feel the application does not provide enough space for all you have to say. Remember, the designers of the question are probably testing your ability to organize and write concisely.
 - f. Know your subject. Make sure you know enough about your topic to write a credible essay. Make sure you stay focused on the topic.
4. Attend Grade 11 College Essay Night. (Check district calendar for date and time.)



DO's AND DON'Ts

DO

1. **Plan ahead** – leave time to write and rewrite your essays – with time in between. This will allow for fresh reviews and revisions of the original work.
2. **Tell the truth** about who you are.
3. **Tie yourself to the college:** Why are you interested in attending and what can the institution do for you? Be specific. Go beyond: “XYZ College will best allow me to realize my academic potential.”
4. **Read the directions carefully** and follow them to the letter. If the essay is supposed to be 500 words or less, don’t submit 1,000 words.
5. **Consider the unique features of the institution.** For example, a liberal arts college will be impressed with the variety of academic and personal interest you might have while an art institute would be most interested in your creative abilities.
6. **Be positive**, upbeat and avoid the negatives, like “I am applying to your school because I won’t be required to take physical education and a foreign language.”
7. **Emphasize what you have learned.** Provide more than a narration when recounting an experience.
8. **Write about something you know**, something only you could write.
9. **Make copies of everything**, just in case.
10. **Show, don’t tell.** Illustrate your unique characteristics by sharing a story that highlights these results.

DON'T

- A. **Force it;** be too funny, too sad, too cute, and too silly. (“I enjoy playing the piano and guitar but not simultaneously.”)
- B. **Be redundant** – essays should not be a rehash of information already provided on other parts of the application or on your high school transcript.
- C. **Let modesty cover up your greatest assets** (and achievements).
- D. **Worry about trick questions.** Your readers are genuinely interested in your answers.
- E. **Be afraid to confess your anxieties** or indecisiveness. Admission officers are people who enjoy helping people and can be quite moved by the knowledge that you need them.
- F. **Have a parent, sibling, friend or “advisor”** write your essay. It’s always a good idea to have someone review it for corrections; however, your essay should be your unique voice.

VI INFORMATION FOR THE STUDENT ATHLETE

Interested in playing a sport in college? The information on the following pages is re-printed from the NCAA (National Collegiate Athletic Association) Eligibility Center Website. You are encouraged to familiarize yourself with this website!

www.eligibilitycenter.org

The impact of COVID-19 on institutions is evolving rapidly and its future effects are uncertain. The information contained in this document was current up until the time of its publication. As information is subject to change, it is important for students and parents to conduct due diligence prior to making their college related decisions.

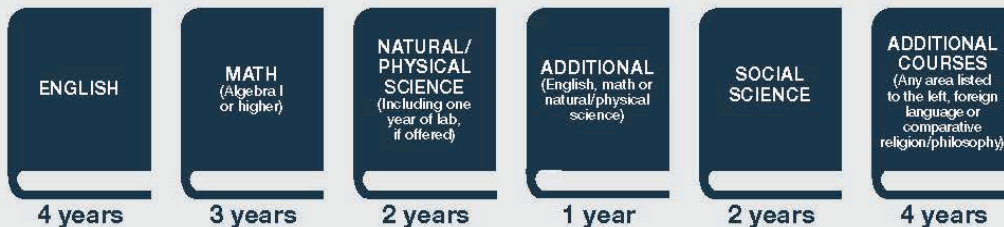


DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement

Complete 16 core courses in the following areas:



FULL QUALIFIER

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

ACADEMIC REDSHIRT

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

Academic Redshirt

College-bound student-athletes may receive an athletics scholarship during their first year of full-time enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division II academic requirements.



Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **CANNOT** be used in an academic certification.

DIVISION I FULL QUALIFIER SLIDING SCALE			DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.
September 2019

DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 year	2 years	4 years

FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division I academic requirements.



DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

*Final concordance research between the new SAT and ACT is ongoing.

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September 2019

**WANT TO PLAY
COLLEGE SPORTS?**

**YOU MUST
KNOW YOUR CORE
COURSE GPA.**



CoreCourseGPA.com

***Addressing Recruiting and
Eligibility...at its Core.***

Plainview-Old Bethpage John F. Kennedy High School has teamed up with CoreCourseGPA.com to provide custom online software to all student-athletes to assist in tracking their progress toward meeting NCAA initial eligibility requirements.

CoreCourseGPA.com calculates core course GPA for both the Division I and II, provides corresponding minimum SAT / ACT scores, and a detailed report of Core course credits earned and needed.

All student-athletes are encouraged to activate a FREE membership to begin tracking their Core course GPA and learn more about important recruiting topics. The sooner, the better – every Semester counts!

**ACTIVATE YOUR FREE
MEMBERSHIP**

Step 1: Go to www.CoreCourseGPA.com
Step 2: Click “free New Member Account”
Step 3: Enter School ID and School Code
Step 4: Complete Registration Form

School ID: 334532
School Code: 741592188

We are pleased to inform you that John F. Kennedy High School is making CoreCourseGPA.com a web-based software program, available to all Plainview-Old Bethpage John F. Kennedy High School student-athletes and their parents / guardians **free of charge**.

If your child aspires of competing athletically as a freshman at an NCAA Division 1 or Division II school, they must meet NCAA Initial-Eligibility minimum standards, including minimum core course GPA and SAT/ACT test score requirements. CoreCourseGPA.com is an innovative tool that allows you to easily track your son or daughter's progress towards meeting these requirements, beginning as soon as the first semester of their freshman year.

To **activate your child's CoreCourseGPA.com membership, follow these simple steps:**

1. Go to www.CoreCourseGPA.com
2. Click on **"New Free Member Account"** in the upper left corner and enter the School ID and School Code:
Students/Parents:
School ID: 334532
School Code: 741592188
3. Click (**"Continue"**).
4. **Fill in the appropriate fields** in the **Create New Student Account** form.
Remember to write down the new Member Name and Password you have created
5. Click **"Submit"**

Congratulations! You have successfully created your CoreCourseGPA.com member account

To **login to your member account** and begin using the CoreCourseGPA.com software, follow these simple steps:

1. Go to www.CoreCourseGPA.com
2. Enter your Member Name and Password in the Member Login box in the upper right corner.
3. **Use the Member Name and Password you created during the account activation process**
4. Click **"Login."**
5. Begin using your CoreCourseGPA.com account!

CoreCourseGPA.com incorporates the NCAA recognized core courses for John F. Kennedy High School into the online course entry forms, calculates BOTH Division I and Division II core course GPA, automatically factors weighted grades into calculations and tracks course requirements for BOTH Division I and Division II. Your son or daughter's core course information is saved for the duration of their high school career.

John F. Kennedy High School is proud to make this innovative software available to you free of charge. We believe CoreCourseGPA.com will be a very useful academic tool for you and your student-athlete.

CoreCourseGPA.com also provides you access to free recruiting webinars through FreeRecruitingWebinar.org, a nonprofit program. A schedule of webinars may be accessed on the FreeRecruitingWebinar.org website. Attending a webinar is highly recommended to learn more about the facts and rules of recruiting. The recruiting process starts in the freshman year. Make sure you are prepared.

IT IS IMPORTANT TO NOTE THAT YOUR USE OF CORECOURSEGPA.COM IS NOT A SUBSTITUTE FOR REGISTERING WITH THE NCAA ELIGIBILITY CENTER AFTER THE COMPLETION OF SIX HIGH SCHOOL SEMESTERS.

VII

INFORMATION ABOUT THE MILITARY

APPLICATION PROCESS FOR MILITARY ACADEMIES

See your Counselor during early spring of your junior year to discuss criteria for eligibility and steps to follow. Starting early is essential to obtaining an appointment to an academy.

In the spring of your junior year, apply for a nomination from one or more government officials. You must obtain this nomination to compete for admission to all service academies except the U.S. Coast Guard Academy. For nomination forms and procedures, check the website of each academy.

Take the SAT or ACT and have official copies of your scores sent to the specific academy.

Take the qualifying Medical Exam.

Take the Physical Aptitude Test which assesses strength, agility, flexibility, and endurance. It is recommended that you train for this test prior to taking it.

ADDRESSES FOR MILITARY ACADEMIES

United States Military Academy – West Point

USMA West Point, NY 10996-1796

Director, Candidate Guidance (Code 304)

United States Naval Academy

Annapolis, MD 21402-5018

United States Air Force Academy

Admissions Office, HQ USAFA/RRS

USAF Academy

Colorado Springs, CO 80840-5651

United States Coast Guard Academy

Application for Appointment as Cadet, U.S. Coast Guard) (CG-4151)

Director of Admissions, United States Coast Guard Academy

New London, CT 06320

(No congressional nominations required – based solely on national competition)

United States Merchant Marine Academy at Kings Point

Admission Office, United States Merchant Marine Academy

Kings Point, NY 11024

THE ARMED SERVICES

Military life has changed a great deal since the Department of Defense announced the all-volunteer force. By Congressional legislation passed in 1971, the military staffing budget has been greatly increased to raise military pay and to provide more benefits to service personnel. The Defense Department also has established Project Volunteer, a program to end reliance on the draft by improving the conditions of military life. Housing allowances have been raised, off-base military housing and health care facilities are being improved, and scholarships have been increased.

Selective Service Registration

Proclamation 4771 of the Military Selective Service Act, dated July 21, 1980, states that all males who are citizens of the United States, must register within 30 days of the 18th birth date.

You can register at any U.S. Post Office simply by filling out a Selective Service Registration form. Personal identification – such as a driver's license or birth certificate is required.

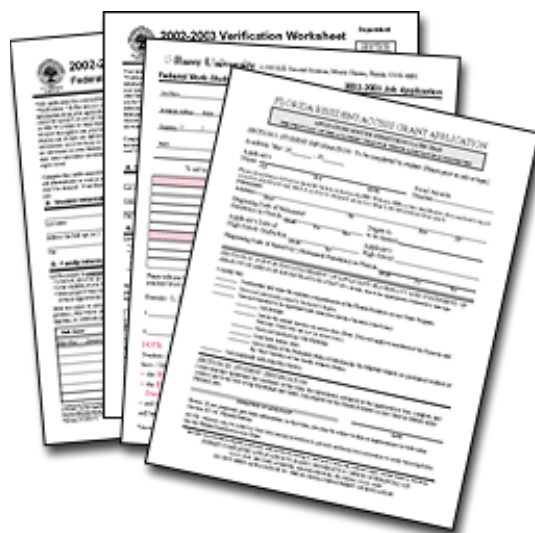
If you have questions, call **708-6788-6888** or write: Selective Service National Headquarters, Registration Information Bureau, Washington, DC 20435.

Joining the Armed Services

If you are interested in joining any of the military branches, you are strongly encouraged to inform your counselor. The Guidance Department can arrange a meeting in school to meet with a recruiter. We will only do so with a parent's approval, and your parent will be invited to attend.

VIII

SAMPLES & WORKSHEETS



Sample Email to A College Representative

- Email should be appropriate (i.e. TJSmith@gmail.com)
- Subject should include name of student and topic (i.e. Thomas Smith. Note of Thanks)

Dear (Insert name of college admissions representative)

My name is Thomas Smith and I am a senior at Talent Unlimited High School, in Manhattan. I wanted to drop you a quick note to let you know how much I enjoyed my campus visit. The visit provided me with a better understanding of what (insert name of college) has to offer. I especially enjoyed (input something specific about your visit, (i.e. the real-time stock market data featured in the finance building, the biochemistry lab in XYZ-building, etc.)). I look forward to working together throughout my application process.

OR

Dear (Insert name of college admissions representative)

My name is Thomas Smith and I am a senior at Talent Unlimited High School, in Manhattan. I wanted to thank you for taking the time to meet with me during my visit to your campus. I enjoyed speaking with you and hearing more about (insert name of college). I especially enjoyed learning about (insert something specific you learned from the conversation).

Thank you for all your assistance in the college process.

Sincerely,

Name

u/d 1/19